



Australian Government

Department of Education, Employment and Workplace Relations

CHCPW402A Contribute to the continuous improvement of mental health services for consumers and carers

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required to gather information and contribute to the continuous improvement of services for consumers and carers

Application of the Unit

This unit applies to peer work with individuals affected by a mental illness in a range of work contexts

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

- Identify areas for service improvement

- *Gather information* from consumers and/ or carers about their satisfaction with and access to existing services
- Gather feedback from consumers and carers on effectiveness of services provided and areas for improvement

1.3 Consult with stakeholders to identify *available service options*

1.4 Consult with stakeholders to identify service gaps and access issues

1.5 Consult with stakeholders to identify *culturally appropriate systems* and services

- Contribute to service improvements

2.1 Collect and provide *consumer and carer feedback* about service provision to facilitate improvement to services

2.2 Compile and provide relevant information about possible improvements to services

2.3 *Promote the development of linkages and coordination* between service providers

2.4 Participate in the development of new systems and processes that promote continuity of care

2.5 Promote service delivery that is highly visible, easily accessible and culturally relevant

2.6 Respond appropriately to indications of neglect or abuse in service delivery

- Participate in activities that support the development of the peer workforce.

3.1 Maintain knowledge of research on current trends and resources as they relate to the peer workforce

3.2 Engage in *professional development activities* to improve own practice

3.3 Establish communication and information sharing processes between service providers

3.4 Establish and maintain connections with consumer and carer networks and/or organisations

3.5 Promote effective systems to support the ongoing development of a peer work force

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- Contribute to service review and evaluation

- 4.1 Support consumer and carer initiatives
- 4.2 Identify methods of evaluation and research that are *consumer and carer friendly*
- 4.3 Undertake self-reflection and self-evaluation to assess own practice against identified agency objectives or code of ethics, using a range of valid evidence

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Consultation process for maximising consumer and carer participation in all aspects of service review, evaluation and improvements
- Research methods, information gathering and information processing methods as related to capacity and requirements of job role
- Systems that promote culturally appropriate services
- Systems that promote continuity of care, high visibility and access
- Consumer and carer networks as relevant to job role
- Current trends and approaches to continuous improvement processes and models
- Methods for disseminating feedback in formal and informal contexts

Essential skills

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with consumers or carers
- Utilise creative, and encouraging approaches to engage consumers or carers in feedback, evaluation and research where this is part of the job role
- Demonstrate a broad range of communication approaches for the purpose of gathering information and encouraging consumer or carer participation in evaluation and service improvement
- Establish and maintain relationships for the purpose of gathering consumer or carer views on services provision
- Apply oral communication skills (language skills) and non-verbal communication skills (e.g. touch, smiling, gestures) necessary to develop a trusting relationship
- Use communication techniques to enhance communication and facilitate consumer or carer interaction within their environment
- Demonstrate cultural sensitivity in the collection of consumer or carer data
- Maintain data collection and evaluation records according to organisation policy and procedures
- Data gathering and analysis techniques including evaluation skills, group facilitation, conducting meetings, working collaboratively and interviewing individuals

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the requirements of the particular workplace context
- The candidate must show evidence that they have contributed to the continuous improvement of one or more areas of mental health services

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Conditions of assessment:

- This unit includes skills and knowledge specific to mental health peer work
- Assessment must be undertaken by a qualified Assessor [as determined by the Australian Quality Training Framework] who has lived experience **and** holds this unit of competency or demonstrated equivalent competencies.

OR

- A consumer/carer him/herself who has lived experience and demonstrated experience in a consumer peer worker or carer peer worker role

AND

- accompanied by a qualified Assessor who has the necessary assessment competencies [as determined by the Australian Quality Training Framework]
- Where the candidate being assessed in a consumer peer worker context, they must be assessed by an experienced consumer peer worker with lived experience (and a qualified Assessor where the consumer peer worker is not a qualified assessor)
- Where the candidate is being assessed in a carer peer worker context, they must be assessed by an experienced carer peer worker who has lived experience (and a qualified assessor where the carer peer worker is not a qualified assessor)

Access and equity considerations:

- All workers in community and health services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally and linguistically diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

- In recognition of particular issues facing culturally and linguistically [CALD] diverse communities, workers should be aware of cultural and current issues impacting on CALD groups
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on individuals from culturally and linguistically diverse communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to an appropriate workplace where assessment can be conducted

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a ‘period of time’ and/or in a ‘number of locations’, any evidence should be authenticated by colleagues, supervisors, or other appropriate persons

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Gather information* may include:
- Ensuring that any information gathered is in line with state/territory and national privacy, health privacy, records, information and other relevant legislation
 - Contacting relevant ethics groups and committees before collecting information where this is necessary.
 - Working in compliance with organisational policy and procedures
 - Identifying where rights and social justice are not being upheld in the process of data collection and analysis

Available service options may include:

- Consumer operated services
- Self-help support groups
- Integrated approaches
- Consumer and or carer networks
- Community development and education
- Mental health promotion
- Working with families and carer/s
- Clubhouse
- Supported employment
- Crisis situation responses
- Early intervention/prevention
- Consumer consultancy services
- Residential services
- Respite care
- Home based support
- Recreational services
- Alternative services

Culturally appropriate systems may include:

- Inclusion and diversity policies
- Culturally diverse and sensitive service arrangements, resources, and employees
- Active participation of culturally diverse individuals and community groups in service planning and delivery

Consumer and carer feedback may include:

- Information gathered with the consent of the consumer or carer and the intentions of the use of feedback clearly explained to the informant
- Informal information gathered through conversation
- Formal information or data collected via statistical forms, service and worker evaluations completed by consumers or carers
- Individual or group submissions or complaints
- Individual or group submissions about positive service actions and suggested improvements
- Consumer or carer participation in focus groups specifically designed to obtain information on service gaps, barriers and needs for improvement
- Information provided via advocacy or representation

Promote and develop linkages and coordination may include:

- Developing networks
- Advocacy
- Representation
- Providing information and education on best practice methods for mental health services
- Evidence based practice sharing

Professional development activities may include:

- Training
- Forums
- Journals and other literature
- Online resources including You Tube, and Blogs
- Conferences
- Consumer events and network activities
- Newsletters
- Mental health activities and resources

Consumer and carer friendly includes:

- Information in plain English
- Culturally appropriate communication mechanisms
- Easily understood information (translated as necessary)
- Well designed

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Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.